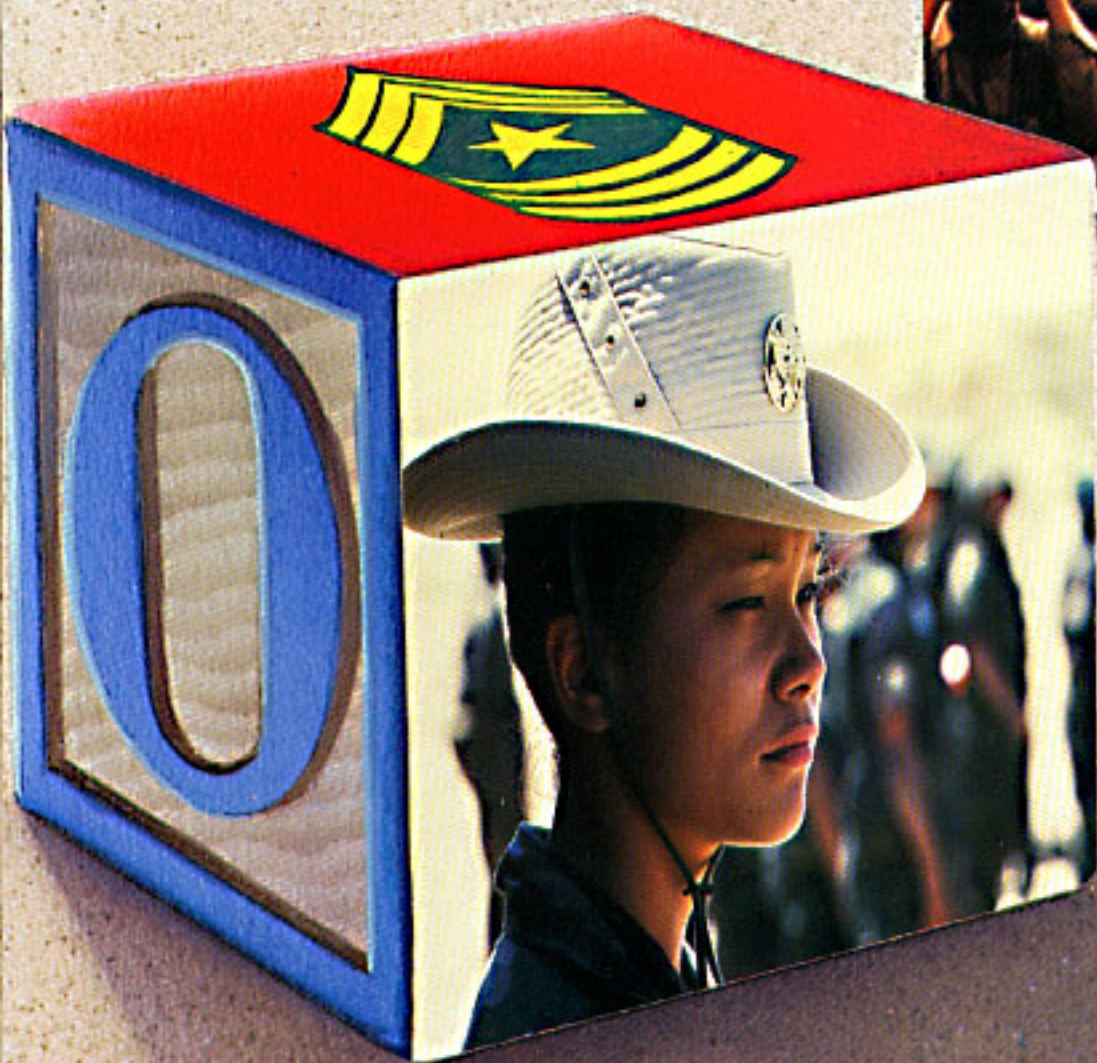
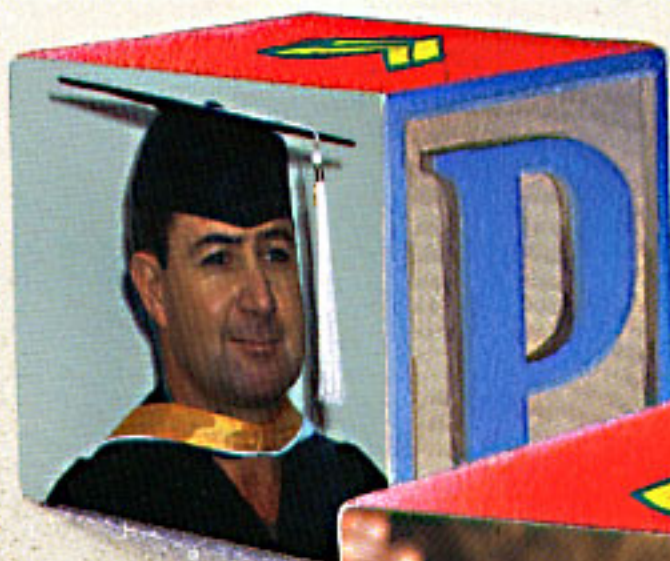


# The NCO Journal

Spring 1992

A Quarterly Forum for Professional Development

## Professional Development





## We Were There

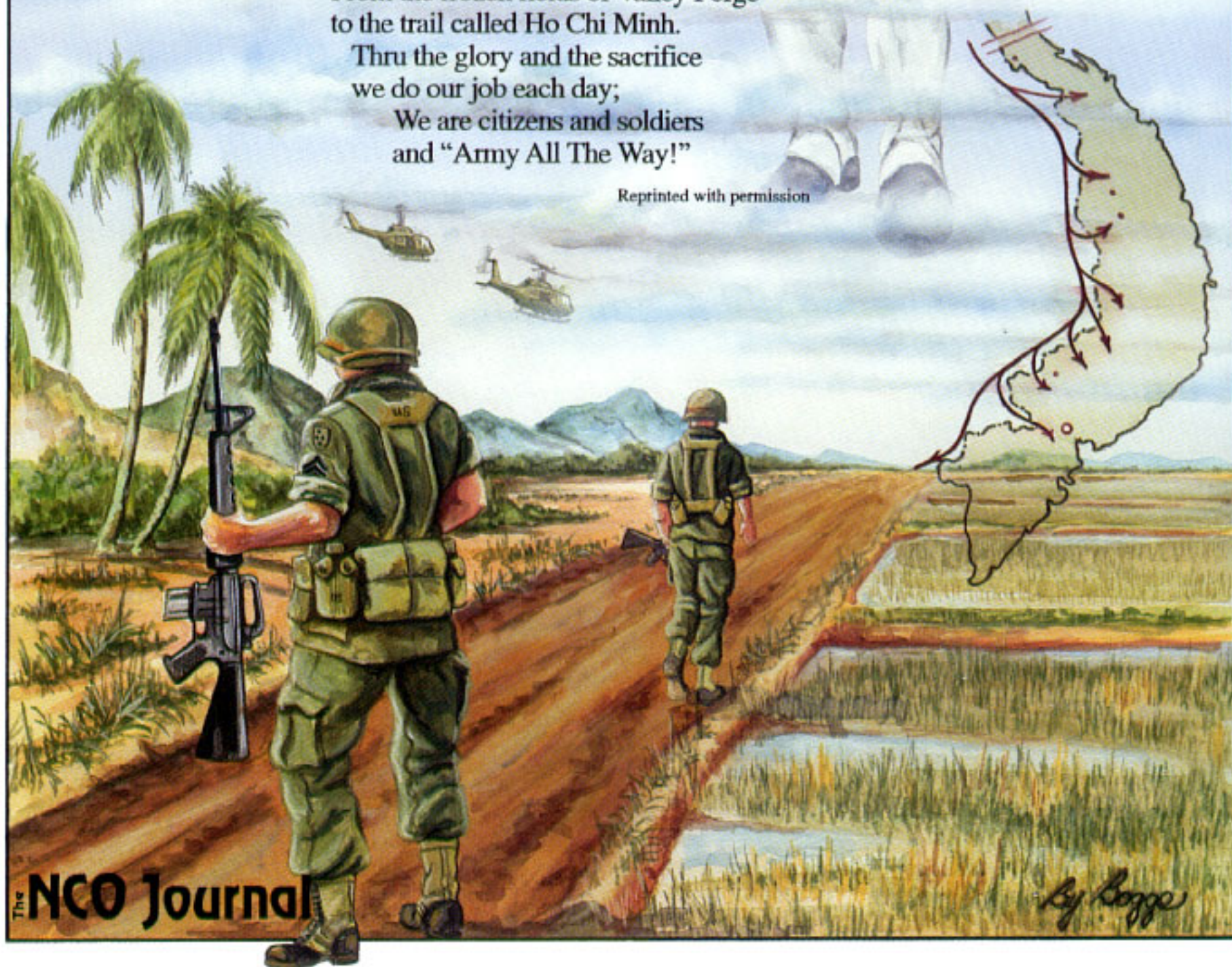
It was a feeling started long ago — one bleak  
and wintry morn, when the call went out for  
volunteers in a nation being born;  
No sunshine patriot speeches,  
no summer soldier songs  
for all the special men who'd paid the price  
to keep the country strong.

### CHORUS

When we were needed, we were there;  
We were there when we were needed,  
we were there.  
No, it wasn't always easy,  
it wasn't always fair,  
But when freedom called, we answered,  
we were there.

Want to find out just who we are,  
then ask us where we've been:  
From the frozen fields of Valley Forge  
to the trail called Ho Chi Minh.  
Thru the glory and the sacrifice  
we do our job each day;  
We are citizens and soldiers  
and "Army All The Way!"

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Our mission is to provide a forum for the open exchange of ideas and information, to support training, education and development of the NCO Corps, and to foster a closer bond among its members.

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### ■ Inside Front Cover:

*'We Were There' illustrated by retired CSM Gary Boggs*

### ■ Centerfold:

*Illustration by Dennis Kurtz*

### ■ Pages 14 & 15:

*Graphics by Lynn Dempsey*

### ■ Inside Back Cover:

*Graphics by Frank Hughes*

### ■ Back Cover:

*Graphics by John Paul Jones*

## ■ News and Issues

### USASMA Slates NCO July Jubilee

NCOs and Army VIPs from around the world are scheduled to gather at USASMA to address NCOES and related issues during a July Jubilee that features two concurrent conferences and other events.

The July 6-10 events for active duty and Reserve Component soldiers are slated to include a worldwide NCOES Conference. At the same time, an SMA Conference featuring SMA Richard A. Kidd, former SMAs, and CSMs from major commands is scheduled.

Training developers, school commanders and academy commandants have also been invited to discuss NCOES and NCO leader development issues.

A July 7 dining out for conference attendees and their spouses is scheduled.

Seminars and other activities are also scheduled for spouses during the conference events. Entertainment events are also being planned.

Coinciding with the 20th anniversary of USASMA are homecoming celebrations for the academy's 13,000 graduates who are able to return. The events include the July 8 graduation of Class 39 of the Sergeants Major Course, a golf tournament for non-conference attendees on July 9 and a monument dedication and barbecue on July 10.

Army displays and demonstrations are also scheduled, including performances by the 3rd Infantry "Old Guard" drill team.

More information on the July Jubilee will be provided through CSM channels. The USASMA point of contact on the jubilee is SGM Ronald Samuelson at DSN 978-8447/8, or commercial (915) 568-8447/8.

**MSG John K. D'Amato**  
USASMA Public Affairs

### Update on Courses

Several recent changes affect non-NCOES courses that are given by USASMA at Fort Bliss, Texas.

Academic Evaluation Reports (DA Form 1059) are now being given to students of the First Sergeant Course and the Battle Staff Course. Previously, AERs were given only for NCOES courses and others that were longer than the five- and six-week FSC and BSC, respectively. ARs 623-1 and 623-205 will be updated to reflect this change. Without an AER, there was no formal record of a student having failed one of these courses.

In June, class loads for the BSC are also scheduled to increase from about 160 to 200 students per class. BSC Training Support Packages for Reserve Components are also being updated to reflect improvements and changes that are being made to active duty component material. Upgraded packages for other courses and subjects will also be fielded as that material is updated.

Some units are also confused about requirements for attending the BSC. The course is open to NCOs assigned to either TDA or TOE organizations.

The first of three pilot courses for spouses of CSM Course students was conducted in January. After the May course, evaluations and recommendations will be made regarding the future of including spouses in the CSM training.

**SGM Dan Hubbard**

USASMA Directorate of Training and  
Doctrine

### Hotline for Ideas

A 24-hour hotline now gives NCOs a direct voice in helping the Army decide what soldiers wear, carry or consume in a tactical environment.

The Training and Doctrine Command Systems Manager-Soldier operates the hotline as part of its efforts to modernize doctrine, equipment and support. Calls should include ideas to improve battlefield capabilities, command and control, survivability, sustainment and mobility.

There are three ways to reach the hotline. Commercial access is available by calling (404) 545-1245. DSN access is

835-1245. And, as of late February, the toll-free number is 1-800-SOLDIER.

**TRADOC Systems Manager-Soldier**  
Fort Benning, Ga.

### Journal Subscriptions

The NCO Journal is now available by subscription. Cost is \$11 a year for domestic and APO addresses and \$13.75 to foreign addresses.

To get a subscription, send a check or money order to: Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. Cite The NCO Journal, ISSN 1058-9058.

### Employment Assistance

More than 56,000 NCOs and their family members received information and assistance during fiscal year 1990 through the Family Member Employment Assistance Program.

The Army Community Service program has 79 offices for helping soldiers, spouses and youths to prepare for and find jobs. It also assists with career planning, job-search training, resume preparation (including SF 171 applications for civil service employment) and referral services via its Job Listing Data Bank.

According to a 1989 survey, 82 percent of Army spouses preferred to have jobs or careers, and more preferred to have full-time careers within five years. The program is also linked to the Army Career and Alumni Program for those transitioning from Army to civilian communities.

Contact ACS for more information.

**Jennie Nash**

Community and Family Support  
Center, Alexandria, Va.

### Future Themes

The NCO 2000 is the scheduled theme for the summer 1992 Journal. Organizations and individuals are invited to submit articles and letters that address, envision or predict NCO issues as the Army nears the 21st century.

The fall issue is slated to address the officer-NCO relationship.

Prospective contributors are encouraged to call the Journal, as far in advance as possible, to discuss their ideas.



## A new Army order

Longer tours,  
altered career  
paths ahead

Service members  
spared budget blow

15-year retirement urged  
to ease separations

# PUNCHING OUT

Enlisted exit  
plan reopened  
for some MOSs

Defense cuts  
hit home

## Sergeants' Business . . . as Usual

By CSM James D. Randolph

There are many concerns about how the Army will be reshaped in the coming years and what the impact will be on our Army and our soldiers.

The Army will become much smaller during the next four years. However, I am convinced that it will remain the most elite and effective combat-ready Army the world has ever seen.

As expected, many soldiers and NCOs have questions about how this reshaping will affect them. We all know many good NCOs and soldiers will leave the Army. There are a variety of programs and separation benefits available to cushion the transition to civilian life. For those who remain in uniform, the Army will continue to be a great and challenging career.

As we reshape, more responsibilities will be given to — and increased emphasis will be placed upon — our NCOs. The NCO will play an ever-increasing role in ensuring that we maintain our fighting edge. SMA Richard Kidd has emphasized the roles of NCOs, especially in three areas: maintaining a quality force; conducting tough, realistic training; and developing competent, confident leaders.

The NCO, as the authority figure closest to the troops, will play a prominent role in retaining quality soldiers. Likewise, we must recruit the necessary quality replacements to keep our Army young and strong. As expected, the NCO's greatest role will continue to be training. You must focus on every aspect of your soldiers' development and lead and train by example. As we counsel, mentor and train our soldiers, we must not overlook the personal welfare of our soldiers and their families. This combination will ensure that we maintain a motivated force and that we maintain quality soldiers to become the NCO leaders of tomorrow. Our commanders will expect us to fulfill these roles — and rightly so. After all, this is "sergeants' business."

Many times, NCOs complain that they don't have the time and resources to accomplish critical tasks. To me, such complaints are simply excuses for not being the best possible NCO one can and should be. We owe our commanders results — not excuses. As professionals, we are expected to organize and execute to make maximum use of available time and resources. We must ensure that our soldiers are prepared to fight, lead and win.

The Army works on the principle that there is but one chain of command. The NCO support channel parallels and reinforces it. For the chain of command to work effectively, the NCO support channel must be in place and used by knowledgeable and competent sergeants. It is through the support channel that we pass information, affect coordination and issue orders to accomplish all aspects of our missions.

NCOs must meet their responsibilities head-on; these are not something we can pass off to others. We must use our knowledge, talents and experience to fulfill our responsibilities of training, developing and caring for our soldiers. Success in these endeavors will ensure our Army remains trained and ready.

We must focus on the present and look to the future. We must strive to make the NCO Corps of today even better as we provide the guidance and leadership our quality soldiers deserve. Such efforts today will ensure that the heart and soul of the NCO Corps survives and is prepared to meet any challenge, anywhere, at any time.

*Randolph is the Total Army Personnel Command CSM.*

# Promotion-NCOES Link

By SGM Jeffrey L. Stoddard

Train first. Then promote. That NCOES-promotion linkage recommendation from the 1989 NCO leader development study is becoming a reality.

Currently, soldiers must complete PLDC before being promoted to sergeant, BNCOC before competing for sergeant first class and ANCOC before competing for master sergeant stripes. The Sergeants Major Course (SMC) is required to become a command sergeant major.

Pending proposals call for BNCOC becoming a prerequisite for promotion to staff sergeant, ANCOC becoming a requirement for sergeant first class and the SMC being a prerequisite for becoming a sergeant major.

To make this linkage work, three things must happen: Training seats must be available to support available promotions for each MOS, soldiers who should be promoted must be accurately identified in order to train them before promotion, and soldiers must be allowed to attend training.

Soldiers' promotions could be delayed if commanders prevent them from attending training for operational reasons or if the Total Army Personnel Command (PERSCOM) does not schedule them for training between assignments.

All soldiers would compete for promotion to the next higher grade, but their promotions would not be effective until after graduation from their prerequisite NCOES courses. If a soldier cannot be scheduled for class (e.g., he's on profile), misses a scheduled class, is an academic failure or is released from the course for any other reason, he won't be promoted.

Currently, the eligible population for BNCOC is much larger than the number of soldiers we are promoting. As leaders, we must send only the most eligible sergeants-promotable to BNCOC. Combat arms soldiers are placed on a local Order of Merit List to attend regional NCO academies. Local adjustments can be made to accommodate priorities in sending these soldiers to courses.

The BNCOC Automatic Reservation

System (BARS) schedules combat support (CS) and combat service support (CSS) soldiers by promotion points, provided other criteria are met. However, the BARS report is produced six months before scheduled classes and many changes can occur. Commanders and first sergeants must identify CS/CSS soldiers who require NCOES training and coordinate scheduled training with the installation and PERSCOM.

The professional development NCO in the assignment branch in PERSCOM is responsible for sending CS/CSS soldiers TDY to BNCOC courses between PCS moves. However, soldiers need to seek opportunities to attend NCOES courses.

ANCOC differs in that it is a DA-selected and scheduled course. The ANCOC manager within the soldier's assignment branch is responsible for scheduling. Currently, soldiers who are selected for ANCOC attend courses during the following fiscal year. (Those selected in October 1991 are slated to attend classes that begin in October 1992). Class attendance may be six to 18 months following the release of the ANCOC list. Sergeant first class promotions, on the other hand, usually begin two to four months after that promotion list release.

Under the current system, a soldier could be selected for both ANCOC and sergeant first class by the same board and be promoted to sergeant first class months before attending ANCOC. In bringing the ANCOC-sergeant first class linkage on line, there will be adjustments made to attendance schedules, to include: having promotable staff sergeants attend ANCOC before serving sergeants first class and alternates, and even delaying promotions when soldiers cannot attend training.

Linking sergeant major promotions to the SMC is relatively easy. Once selected for promotion, those soldiers not previously selected for the SMC will be scheduled for the next available class, regardless of PCS restrictions.

*Stoddard is chief of the PERSCOM NCOES Section.*





# It's Easy to be Humble When . . .

There's a story about a proud first sergeant who bragged about his son while attending the son's graduation from West Point. "Yup, he's got my brains," the father boasted. "He must have *your* brains," replied top's obviously irritated wife, "because I still have *mine*!"

That story illustrates one of the cold, hard facts of life: Even perfection has its shortcomings. As NCOs, we have often experienced humbling events that challenge our status as professionals. In the context of professional development, here's some food for thought. We'll call it:

## It's Easy to be Humble When . . .

You're a squad leader enrolled in BSEP . . . and every member of your squad has a college degree.

As a first sergeant, you have to ask the company commander to correct mistakes in your letter to the promotion board.

You've finally learned to type . . . and your children are taking courses in advanced computer programming.

You're summoned to the CSM's office to discuss a QMP action, and you ask, "How do you spell that?"

Your boss is raving about your 180 GT score . . . until you point out that it's your PT score.

While attending night school, you realize that your children are older than your classmates . . . and your professor.

As the post CSM, you send out a flyer . . . which is anonymously returned, with errors circled in red.

During a PT test, you're lapped by a 47-year-old female officer.

You discover during your briefing to the division commander that your own name is

misspelled on your briefing slides.

You think an ellipsis has to do with the moon aligning with the Earth and sun.

Computer language almost made sense when you first heard terms like "buffer," "bulletin board" and "sign-in."

You invest your entire voluntary separation pay in the Florida lottery . . . and lose.

You're a platoon sergeant . . . and your subordinate squad leader of 10 years ago is now your first sergeant.

The clerk in the retirement section announces that you hold the post record for "bad time" . . . and that you owe the Army another year before you can retire.

Your platoon's average SQT score was 95 . . . and you scored 59.

In a letter to a promotion board, you boast that you've "maxed out" your PULHES at 36!

The CSM who is presiding on your promotion board is the same guy you rear-ended in the parking lot this morning.

The "skycap" you instructed to pick up your bags informs you that he's in the Coast Guard . . . and he's an admiral.

Your daughter's Girl Scout uniform has more awards and decorations than does your uniform.

Your spouse asks why every other SFC in your unit made the promotion list and you didn't.

You let your ID card expire.

While looking at proofs of your official photo, you realize your nylons have runs.

Your soldiers see you walking on water . . . when the latrine floods.

Your duty section schedules a get-together . . . while you're on leave.



Your boss praises you in public . . . and calls you by the wrong name.

Your paperboy refuses to take your personal check.

You correct a private's uniform violation . . . and he points out that you're not wearing a belt.

It's been so long, you can't remember your date of rank.

The kid you got busted 10 years ago and drummed out of the Army is your new company commander.

You're not selected for the advanced course . . . but your subordinate is.

You "bolo" on the rifle range.

You graduate from the First Sergeant Course . . . and you're diverted to a desk job at battalion.

You learn that the soldier you just failed on the PT test is your brigade CSM.

You get orders to take a remedial KP course.

You return from a long TDY and your family asks, "Are you back . . . so soon?"

Your boss put you in for an award . . . which is downgraded to a reprimand.

You gain 20 pounds while on leave.

The person you just flirted with is your commander's spouse.

You've forgotten your general orders.

You're the only person at your high school reunion without a college degree.

You learn that you were the runner-up for a nominative position . . . and the job went to someone named Jethro Bodine.

*Thanks to many anonymous NCOs, most of whom swear these experiences are non-fictional.*



# NCOES: Evaluating the Good, Bad, & Ugly

By SGM Terry Ogerly

NCOES is an institutional approach to developing creative, logical and quick-thinking leaders who can apply Army training and fighting doctrine in their units.

As an institution, the Army reaches its goals with varying degrees of success. How can NCOs and units improve NCO academies and NCOES courses? Results from accreditation evaluations tell us how well we meet the Army's standards. These results also show why certain installations and their leaders achieve standards that elude other commands. They also show what NCOs and units can do to improve the academies and courses in which they have a vested interest.

## The standard

The Training and Doctrine Command (TRADOC) regulation 351-17 delegates responsibility among the subject expert training developers, NCO academies and accreditation teams. In the future, Reserves will be subject to this same process.

Evaluations focus on training rather than administrative processes. Major areas include standardization, quality of training, the schoolhouse environment and training resources.

Academies receive one of three ratings:

- **Accredit.** No significant shortcomings affect training, but a report of corrective actions might be required.
- **Withhold accreditation.** Minor shortcomings affect training. Accreditation is withheld and 60 days is allowed for corrective action.
- **Not accredit.** Major shortcomings exist. Previous accreditation is rescinded and corrective action is required. The school is re-evaluated within six to nine months.

Schools that do extremely well on evaluations have several things in common. They have the full support of their post commanders and CSMs and they emphasize NCO training. This support is critical to meeting the standard. The involvement of an installation's senior leadership is also reflected in the appearance of academies. It is

further obvious by the leadership's responsiveness to resolving problems that detract from quality training, along with keeping open lines of communications. Finally, the best schools are on posts that provide the necessary facilities, personnel and equipment.

Forces Command (FORSCOM) installations traditionally do well on evaluations. They make NCOES a priority because they readily see the rewards of returning needed leadership back to their local units. They realize an almost immediate return on their investment.

TRADOC installations traditionally fare less well. The priorities at many of these locations include basic training, advanced individual training, and officer and warrant officer training. NCOES often becomes the last priority.

## Common Leader Training

FM 100-5 states: "The most essential element of combat power is competent and confident leadership." This is achieved in part by integrating Common Leader Training (CLT) into phase two of BNCOC and ANCOC. These courses must also be designed to challenge students to demonstrate their leadership, training and technical and tactical skills. However, many proponents have delayed integrating this training or have not integrated it fully. In plain English, this means: NCOs in these courses are not being trained, evaluated and counseled on leadership tasks that are essential in a wartime environment.

By not integrating CLT, many courses resemble the basic technical courses that were taught in the 1970s. The absence of CLT degrades the leadership skills that NCOs should have when they return to their units. These NCOs will not be fully prepared to lead in battle.

## Command emphasis

Successful academies exist where commanders and CSMs get involved and ensure that resources are available to support proper training. Ranges, training areas and equipment must be made available. Some

installations do not have adequate classroom space to meet school requirements. Others do not have sufficient billeting to support the desired environment for students. Academies should train students in the type of environment that students will return to and enforce. Unfortunately, many academy barracks are World War II-era wooden buildings that are substandard and often unsafe. Such conditions defy the intent of providing realistic, achievable and consistent standards.

NCOES training should be conducted in a challenging, live-in, leadership-intensive environment that reinforces leadership and professional skills. It should complement students' academic training and daily routines. When academy standards reflect Army standards, NCOs will enforce them in their units.

## Academy environment

The key to an effective academy environment is the constructive use of students' time — both in and out of the classroom. Students are expected to plan, supervise and perform academy-related activities as they would in their units. When an academy requires NCOs to stand at parade rest while waiting in the chow line, they degrade the NCO rank and instead treat students like basic trainees. Some installations transport NCOES students in "cattle cars" while AIT students across post ride in buses. In reality, installations receive funding to support AIT courses; and this creates a disparity at the expense of NCOs and academies.

Often, equipment is not available or is outdated. One academy was training NCOs using an old cannon that was borrowed from the post museum. Students need to train with equipment that is used in their units. Similarly, the "old school" approach is too often alive and well. Some academies require foot locker and wall locker displays of useless items, such as tooth powder and shaving brushes. Others require students to shine brass latrine pipes with Brasso. What leadership training value do students receive in such an environment?

Academies with dynamic commandants and staffs understand the requirements of running their schools and NCOES courses. They understand that the very heart of a successful course focuses on the selection of quality small-group leaders, coupled with a quality course manager. This Small Group Instruction (SGI) works best at academies



that have adequate resources — suitable classrooms, smaller instructor-student ratios, etc.

SGI fosters the goal of developing creative, logical and quick-thinking leaders. It increases student involvement and responsibility in the learning process. Experienced group mentors use group process methods and techniques to stimulate learning by shifting the emphasis away from "what to think" toward "how to think." SGI places the responsibility to learn on the student, through group participation and student assignments as discussion leader. However, there is still reluctance to integrate SGI into many NCOES courses or to allow students to teach anything beyond CLT.

### Substandard standard

Evaluations have also noted a common weakness in the quality of instruction of the Army Writing Program. This varies at acad-

emies from good to substandard. Student critiques often reflect this gap at certain installations. Another common problem is that academy FTX training and evaluation plans are not doctrinally correct and are not detailed enough to execute a quality operation.

Standards in appearance also vary. Many soldiers spend considerable amounts of money to purchase serviceable items before they attend an NCOES course. Others report with unserviceable uniforms — and that says something about the units of these NCOs.

Course developers play a key role in designing and supporting standards. But some fail in those responsibilities. Poor accreditation ratings often reflect the poor lesson materials that are provided to schools. Proper design and development of lesson materials significantly impacts leader development — as well as leadership — in the Army. Proponents that furnish excellent lesson materials greatly help academies earn accreditation.

Proponents must know and do their jobs. They must give their schools honest evaluations. There is a reluctance to tell the truth or to be the bearer of bad news, and the quality of instruction suffers as a result. One evaluation by a proponent, for example, noted that the evaluator was "impressed" because the instructor "had the students raise their hands to go to the latrine. He had good control." Such evaluations are typical. If this is the caliber of evaluations we give ourselves, it is no wonder that major problems are found during accreditation.

NCOES has undergone major changes in the past 10 years. The Army's leadership has vowed its continued support for professional NCO education. All that is left for the NCO Corps is to "make things happen" to bring all NCOES schools and courses up-to-date and in line with Army standards.

*Ogerly is chief, Directorate of Evaluation and Standardization, USASMA.*



PLDC at Camp Jackson, Korea, enjoys modern facilities.



# ARRTC

## One Stop Shop for Reserves

By CSM Jack Rucynski

Good training is a vital ingredient in the professional development of today's NCO. For the Reserve soldier, much of this training, particularly MOS-producing and NCOES courses, is provided by Reserve Component schools and academies. However, significant skills and knowledge, which are needed to maintain Army Reserve units during peacetime mobilization preparation, cannot be provided by these traditional institutions.

This gap is filled by the Army Reserve Readiness Training Center, or ARRTC, at Fort McCoy, Wis. Established in 1975 as the Army Reserve Technician Training Center, it provided standardized training to dual-status unit technicians. It taught critical administrative, logistical, financial and training skills required for day-to-day maintenance of Reserve units. In 1981, it was directed to provide pre-mobilization training for a rapidly expanding Army Guard and Reserve (AGR) workforce. By 1982, ARRTC nearly tripled its curriculum as it provided duty-related functional courses to all full-time support members of the Reserves.

Today, ARRTC maintains its role as a one-stop shop for full-time support personnel who serve the Reserves. AGR soldiers receive initial orientation and in-processing through a two-week Full Time Support Entry Course. Later, they, along with civilians and active duty soldiers who also provide full-time support, can receive specialized training in functional areas.

Active duty soldiers — primarily those assigned to readiness groups — have taken advantage of ARRTC courses in order to provide timely guidance to Reserve units they serve. ARRTC courses are also open to drilling Reserve soldiers.

The center's Decentralized Training Division provides tailored, on-location refresher training and workshops for Reserve commands. In the past year, more than 5,500 soldiers received non-resident training. Of particular interest to senior NCOs are the first sergeant and command

sergeants major workshops.

ARRTC develops its courses from surveys of Reserve commands and from subjects recommended by Forces Command. Surveys of students and their supervisors allow the center to be flexible and responsive to the changing needs of individuals and units.

The center has added several courses in

### Reserve readiness 50 years ago

- 1940: The Reserves numbered about 120,000, including 117,000 officers.
- June 1940: 2,710 Reserve officers were on active duty.
- May 1941: More than 46,000 Reservists were on active duty.
- Dec. 1941: More than 80,000 Reservists were on active duty.
- Pre-World War II era: The Organized Reserves (with separate officer and enlisted corps) included 33 divisions — on paper.
- July 1934: A summer camp photograph of the 61st Battalion, 100th Infantry Division, shows just 32 members — all officers.
- 1940: 30 percent of Reserve soldiers trained (when there was no pay for periodic drills).
- 1934: Only 14 percent of Reserve soldiers trained.
- 1940-1941: Reservists were called to active duty as individuals, stripping units of even their cadres. When divisions were mobilized, they had to be completely rebuilt.

**Army Reserve Personnel Center**  
(Based on the book *Twice the Citizen, A History of the U.S. Army Reserve, 1908-1983.*)

recent years. The Unit Movement Officer Course — open to NCOs who are staff sergeants or higher — certifies graduates to assist unit movements during mobilization. The Unit Mobilization Planner's Course trains soldiers to quickly transition Reserve units from peacetime to wartime.

In 1988, the Reserve Retention School moved from Fort Harrison, Ind., to McCoy, and ARRTC has developed additional courses to train retention skills for all Reserve unit levels. Recently, a new course targeted to first-line leaders called STAMP (Skills, Techniques and Attrition Management Program) was added to emphasize supervisory involvement in the retention process.

Future requirements will lead to more course innovations. For example, ARRTC is developing an Active Component Orientation Course designed to help active duty soldiers understand the unique functions and roles of Reserve units. Lessons learned from Desert Shield and Desert Storm might lead to developing new mobilization planning courses. And Total Quality Management principles and concepts will influence ARRTC courses in order to help Reserve units promote greater cohesion and effectiveness.

In July, ARRTC will begin classes in a new \$11 million facility that features modern training technology in 25 classrooms. A year later, construction is scheduled to begin on new billets for 450 students.

ARRTC plays a key role in the professional self-development of any NCO who helps support the Reserves. While completion of the center's courses are not directly tied to promotion, they will become increasingly important to the modern NCO. Units cannot succeed without NCOs who understand their roles in maintaining unit effectiveness; this includes the Army Reserve.

ARRTC will continue to play an important role in making sure that the Reserves — and its NCO Corps — are prepared for today and tomorrow.

*Rucynski is the ARRTC CSM*



# Career Maps

## Providing Clear Directions for Professional Growth



By Vic Zitel

NCOs now have a convenient guide to help link personal self-development activities to military career goals — the NCO Leader Self-Development Career Map. A series of 30 of these maps, each designed for a specific Career Management Field (CMF), has been distributed to all Army education centers. Counselors will assist soldiers in the effective use of the guide for their particular CMF.

Career maps provide clear directions for professional growth by listing activities that enable soldiers to become more proficient in current and future jobs. This proponent-driven initiative, supporting the chief of staff's top priority of leader development, provides a progressive, sequential program designed to enhance and sustain military competencies.

Focusing on broad, general recommendations that address skills, knowledge and attitudes (SKAs) successful NCOs have found beneficial to career progression, career maps recommend activities that support leader development and job performance.

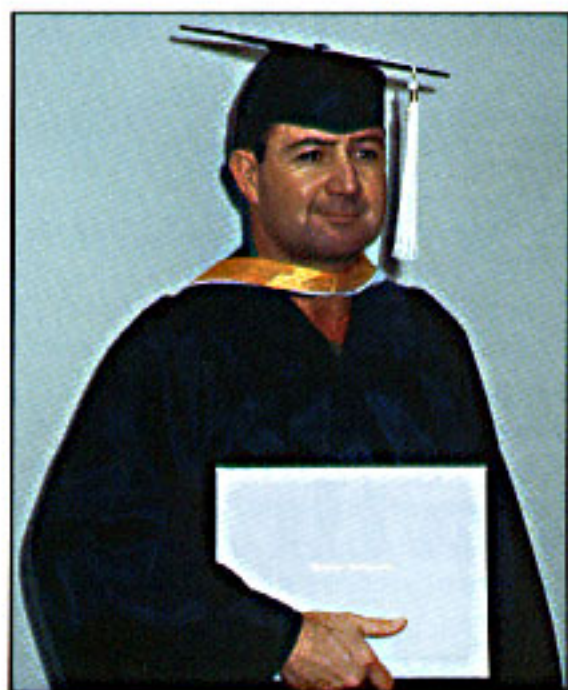
Self-development activities and goals on career maps are only recommendations — not requirements. Soldiers are not expected to complete all activities since duty assignments may preclude off-duty education. Completion of the activities on the career map do not guarantee promotion. However, doing so helps improve performance in NCOES and on the job, which can contribute to promotion.

The career map corresponds to the pillars in the leader development process: operational assignments, institutional training and self-development. The operational section, for example, lists ranks and skill levels as well as sample duty assignments. Soldiers should consult with their supervisors for details of their specific CMF.

The institutional leader development section outlines the applicable NCOES structure, from PLDC to the Sergeants Major Course (SMC). The eligibility time frame is generalized and in no way reflects the time constraints for attendance at these courses. However, there is an indication of what NCOES course must be completed before being eligible for promotion.

The leader self-development section, centerpiece of the career map, lists recommended NCOES-related activities which represent a common core of studies. This section also gives the





Self-Development



Institutional Training

recommended reading and writing standards. Roughly half of the CMF proponents recommend a reading standard higher than the Army-recommended 10th-grade level before completing ANCOC and 12th-grade level before completing the SMC. Consult DA Pam 600-67 for further information on writing standards.

There are also recommended CMF-related self-development courses and ac-

tivities. This portion relates to skill levels within a given CMF, providing a sequential list of activities specific to that CMF. These activities consist of post-secondary courses, correspondence courses, computer-based instruction, Army learning-center activities and, in some cases, professional readings. Some organizations have references tailored for specific MOSs.

The concept of self development places

responsibility squarely on the soldier and is the only leader development pillar over which the soldier has direct control. Ideally, the career map will be a continuous effort, synchronized with institutional training and operational assignments. Maps are only guides. Individual soldiers drive the train that determines results.

Finally, there's a recommended CMF-related certification or degree goal. Attaining a degree benefits a soldier's career

NCO LEADER SELF-DEVELOPMENT CAREER MAP					
TITLE OF CAREER MANAGEMENT FIELD: INFANTRY					
CMF NUMBER: 11					
<b>OPERATIONAL LEADER DEVELOPMENT</b>					
RANKS, SKILL LEVELS & DUTY ASSIGNMENTS	PVT PFC SPC/CPL SKILL LEVEL 10		SGT SKILL LEVEL 20		/DRILL SERGEANT
	TEAM LEADER		RECRUITER/RETENTION		
			SQUAD LEADER		
<b>INSTITUTIONAL LEADER DEVELOPMENT</b>					
INSTITUTIONAL TRAINING	BCT AIT		PLDC		BNCOC
<b>LEADER SELF-DEVELOPMENT</b>					
RECOMMENDED NCOES-RELATED COURSES	PRIOR TO PLDC:			PRIOR TO BNCOC:	
	1. English Composition 2. Basic Mathematics 3. Computer Literacy (11C Only)			1. Communication Skills 2. Personnel Supervision 3. Behavioral Science 4. Stress Management	
	Recommended Reading Standard: 10 Achieve Writing Standard *			Recommended Reading Standard: 10 Achieve Writing Standard *	
RECOMMENDED CMF-RELATED COURSES AND ACTIVITIES	Skill Level 10			Skill Level 20	
	1. Land Navigation (ACCP IS0788) 2. Effective Writing (ACCP/LC) (IS1400) 3. Infantry Weapons Specialist Course (ACCP 2-141)			1. Maintenance Management 2. Records Management 3. Interpersonal Communication 4. Basic Refresher ACCP for MOS 5. Computer Literacy (All except 11C)	
	Begin Professional Reading (See Attached)				
RECOMMENDED CMF-RELATED CERTIFICATION OR DEGREE GOAL	AA/AS IN: General Studies				
	BY THE 15th YEAR OF SERVICE				
NOTE		* See DA Pam 600-67. The Army Writing Standard is writing that can be understood in a single, rapid reading, and is generally free of errors in grammar, mechanics, and usage.			
LEGEND		ACCP - Army Correspondence Course Program CYBIS - Network Computer Instruction (Where Available) LC - Course found in Learning Center			



THE FOLLOWING ARE ONLY RECOMMENDATIONS. It may not be feasible to complete all recommended courses since assignments may preclude off-duty education. Alternate methods of achieving CMF course recommendations are possible (examinations, correspondence courses, and ACE-recommended credits). See an education counselor for assistance in completing recommended courses/goal.

SSG SKILL LEVEL 30	SFC SKILL LEVEL 40	MSG SKILL LEVEL 50 FIRST SERGEANT	SGM/CSM
OPS/INTEL SERGEANT			
PLATOON SERGEANT			
ANCOC	RECOMMEND: BATTLE STAFF NCO & OR ISG COURSE	SERGEANTS MAJOR COURSE	CSM (D)

PRIOR TO ANCOC:

1. Principles of Management
2. Organizational Behavior
3. Information Mgt. Systems
4. Technical Writing
5. Counseling

Recommended Reading Standard: 10  
Achieve Writing Standard \*

PRIOR TO SMC:

1. Research Techniques (Statistics)
2. Human Resource Management

Recommended Reading Standard: 12  
Achieve Writing Standard \*

Skill Level 30

1. Principles of Instruction/  
Training Methodology
2. Performance Appraisals
3. Contemporary Social Problems
4. Adv Refresher ACCP for MOS
5. Bn Intel & Opns Crs  
(ACCP 2-131)

Skill Level 40

1. Organizational Management
2. Interpersonal Relations
3. Political Science/  
International Relations
4. Group Dynamics
5. Long-Range Surveillance  
Leader Course (ACCP 2-130)

Skill Level 50

1. Leadership & Management
2. Problem Solving

BA/BS IN: Management

BY THE 1801 YEAR OF SERVICE

APPROVED BY: Commandant, U.S. Army Infantry School

DATE: 8 October 1991

## The CMF 11 Career Map, left, is representative of many CMFs.



### Operational Assignment

progression and serves as an incentive for self development.

Supervisors and education counselors may use the career map as a tool to help soldiers develop professionally and personally. Counselors will evaluate academic records and ensure soldiers have the prerequisite skills or courses required before enrolling them in any college-level course on the career map. At the same time, eligible soldiers will be encouraged

to achieve the recommended reading and writing standards. Counselors also will point out credit recommendations made by the American Council on Education for degree planning. When possible, soldiers will be provided a plan that shows how the career map recommendations link to specific educational goals. If necessary, alternative courses which satisfy the career map recommendations may be offered.

CMF proponents will update the career maps as professional needs and requirements change. Those who take advantage of this career guide will be taking one more step toward becoming the quality leader demanded by today's — and tomorrow's — Army.

*Zitel is an education specialist in PERSCOM's Adjutant General Directorate.*



# When Feeding

By ISG Robert L. Phifer

SGT Doe recently arrived at Fort Bragg. He has been in the Army for three years and has attended jump school, although he has never been on jump status. In his previous assignment in Germany, he completed PLDC and correspondence courses. Now he's at the division replacement detachment, thinking about what lies ahead. A couple of blocks away, his new unit has been notified of his pending arrival.

A popular expression in Doe's battalion is, "The train is moving faster than ever, and it doesn't look like it's going to slow down." Doe faces a hectic pace when he reports. A better expression might be that the unit will be "feeding him to the wolves."

When he does report in, he's briefed, then it's out of the airplane and into the foxhole. He's constantly being corrected because he doesn't know unit SOPs and standards. At the initial manifest, most of his team's equipment is not properly rigged for an airborne operation. In the motor pool, no parts are on order for his Humvee because he did not know ordering procedures. In the field, it's discovered that he's never led a team tactical movement, and his team is lost for several hours.


Unfortunately, many new leaders don't grasp their jobs until they repeat mistakes several times. They sometimes fall prey to stress and react negatively to otherwise simple tasks.

Such a scenario could have — and probably has — taken place on many Army posts. Every unit has some requirements or ways of doing things that must be passed on to new leaders.

Certain integration mechanisms should have been put into action when Doe was still at the replacement detachment. FM 22-100, **Military Leadership**, calls this "Developmental Leadership Assessment;" FM 25-101, **Battle Focused Training**, calls it "Leader Development;" and the 1st Battalion, 325th Airborne Infantry Regiment, calls it the Unit Leader Development Program (ULDP). With the idea of putting needed information into the system, this article is designed to share with fellow NCOs our method of ULDP.

Why have ULDP? There are several reasons. According to FM 25-101, one reason is to develop junior leaders. Another reason is that such a program feeds the hunger of motivated leaders who lack experience when they arrive at new units. Equally important is that units need continuity when leaders rotate. Army Chief of Staff GEN Gordon R. Sullivan lists leader development as one of the six Army imperatives.

What are the objectives of ULDP? FM 100-5, **Operations**, states that we need competent and confident leaders. Operational effectiveness is enhanced by development of the nine leadership



**INCOMING  
PERSONNEL  
REPORT TO  
BLDG 1115**



# n a New NCO Reports, are You . . . g Him to the Wolves?

competencies. Assessment and positive feedback are important to this process because they also help NCOs recognize their strengths and weaknesses. An overly simplified model of this process can be described as involving assessment, feedback, training, reinforcement, education, experience and selection for advancement.

A dynamic leader development system includes three equally important pillars: institutional training, self-development and operational assignments.

Unit leader development also involves three phases: reception and integration, basic skills development and advanced development and sustainment. This means that the program is a process that spans a soldier's entire tour of duty with a unit. It also means that NCOs in the unit share responsibilities to make ULDP effective; the NCO Development Program (NCODP) is an excellent starting point for this process.

Now, let's take Doe through our process of receiving new leaders.

Before he even arrives, his records are reviewed by the battalion commander and CSM. They determine where he should be placed, considering factors such as a need for staff time or troop time. After an interview at battalion level, he is told of his assignment.

The CSM then issues a formal ULDP packet; it includes a schedule of required assessments and goals. Key staff NCOs brief the new sergeant on their responsibilities and how they work with the chain of command. The CSM gives a class on the profession of arms and then gives Doe a written history of the unit, traditions of the regiment and a copy of the battalion Mission Essential Task List (METL). Doe is then introduced to his first sergeant.

It's top's responsibility to monitor the results of Doe's assessments — such as skills, knowledge and attitudes for Doe's skill level — and to send reports to the CSM. The first sergeant explains the importance of these assessments in a positive way. He also gives Doe a calendar with assessment milestones. He further explains that assessments will focus on the nine leadership competencies: communications, supervision, teaching and counseling, soldier-team development, technical and tactical proficiency, decision making, planning, use of available systems and professional ethics. Before leaving this meeting, Doe fills out a leader development counseling form and receives a copy of the company METL and NCODP.

During the reception and integration phase, Doe concentrates on those tasks which the command has determined are important. Examples of areas which units might stress are physical fitness, MOS tasks, common tasks, NCOERs, writing awards, etc.

At the platoon level, Doe receives a copy of the platoon's

collective tasks, the squad's collective tasks and the supporting soldier/leader individual tasks. During this 30-day phase, he also receives an initial NCOER counseling.

At the end of this phase, Doe is counseled. His performance is reviewed and an action plan for improvement is developed.

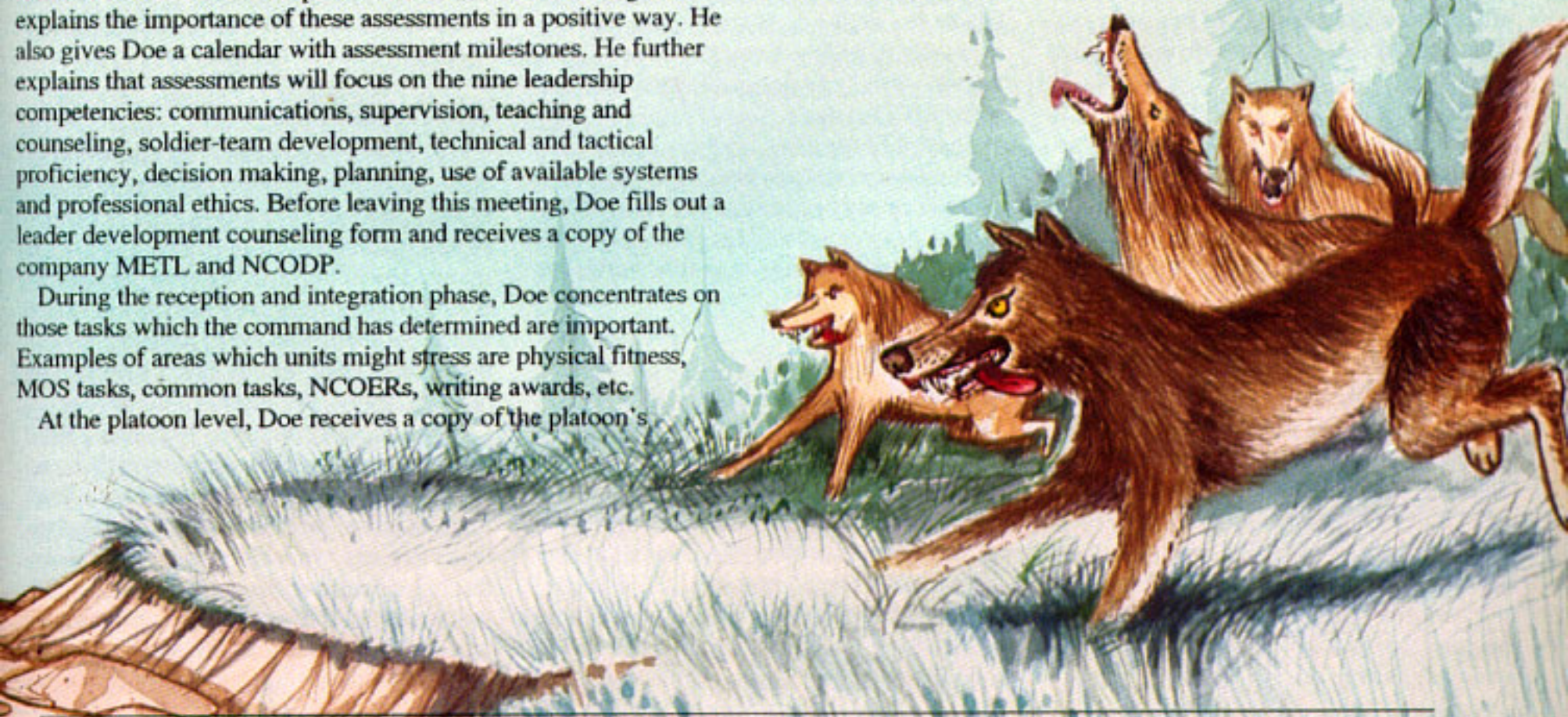
Now Doe enters the basic skills development phase, using his action plan to bring him in line with standards. If warranted, he is placed on the order of merit list for the Basic Skills Education Program. During this phase, he's assessed on METL proficiency, collective tasks, soldier/leader individual tasks, weapons qualification, soldier-team development and his ability to teach preliminary marksmanship. This phase typically lasts about 60 days, but Doe remains in this phase until all standards are achieved. A follow-on counseling is provided and Doe is ready for his next phase.

The advanced development and sustainment phase helps Doe maintain and improve proficiency in those tasks he can do or master. He's then assigned additional duties, such as key control NCO, equal opportunity NCO and safety NCO. He attends developmental and technical courses. He receives assistance with preparing a self-development program, based on the skills he needs or wishes to develop. This phase includes correspondence courses and professional reading. It will continue for the duration of Doe's tour with the unit.

Doe has now been fully integrated into the unit. He has been challenged and has proven his skill and will.

The ULDP — actively supporting the three pillars of leader development — will result in a competent and confident leader who knows his job and who seeks a higher level of excellence throughout his time in the Army.

*Phifer is the first sergeant of Co. D, 1/325th AIR, Fort Bragg, N.C.*

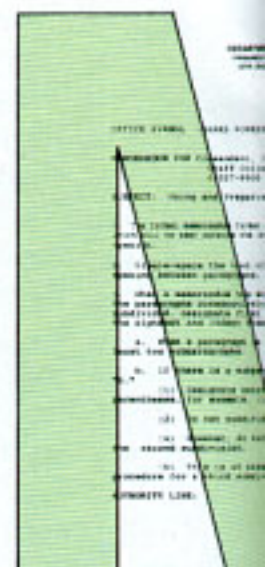




# PROMOTE



- 2-1
- Fiche
- 201 File
- 2A



## Seven Letters are an Easy G

By SGM Lena Williams

The Army's centralized selection boards choose NCOs for promotion, NCOES courses and elimination under the Qualitative Management Program. And while they have been convening for years, many NCOs still do not understand how these boards make decisions that are so critical to NCO careers.

Having served on consecutive centralized promotion boards for the past four years, I'd like to share my observations and views on what a board looks for in NCOs.

Just what do NCOs have to do to come out on top?

Remember this acronym: PROMOTE. It stands for performance (and potential), recruiter (and other "hard" jobs), your OMPF (Official Military Personnel File), memorandum (that can be used to correspond with boards), your official photo, training and education.

Let's look at each of these separately.

### Performance & potential

This is one of the most critical areas any board considers. A recent DA summary of the latest SFC board lists performance and potential as the first item of discussion. It adds: "Selection boards continue to tell us that the NCOER (NCO Evaluation Report) gives them the information they need to make their decisions . . . performance remains the qualifying factor."

Performance and potential go hand-in-hand. If an NCO excels in all jobs, a board will conclude that this NCO can be expected to handle jobs with greater responsibilities. The NCOER is the key to verifying this performance.

### Recruiters, et cetera

Recruiters, drill sergeants, first sergeants and similar jobs are commonly referred to as "the hard jobs." Success in these positions tells a board that an NCO is motivated and seeking challenges. Not everyone can handle the demands of these jobs, and not everyone is willing to tackle them. Those who do — and who do so successfully — are senior NCO material.

These jobs are also considered career enhancing because they give an NCO more experience than others in the same MOS. Varied assignments with progressive responsibility are equally important within an MOS.

### OMPF

Your OMPF, plus your 2-1 and 2A forms, are vital documents. The 2-1 gives board members a quick glance at your career, including assignments, awards, special training and education. The 2A repeats some of the information from the 2-1, but it also gives an NCO's most recent SQT score, civilian education and NCOES completion or selection level. Both the 2-1 and 2A should be complete and up-to-date, and in-

formation from one document should agree with the other.

Similarly, NCOs should request a current copy of their microfiche files from the Enlisted Records and Evaluation Center at Fort Harrison, Ind., months before a board meets. NCOs must carefully review this file to ensure that it contains all NCOERs, awards and other required documents. It is equally important that this file excludes items that should NOT be there. I have seen files that contain Article 15s that belong to other soldiers and items (like relief for cause NCOERs) that should have been removed because of successful appeals.

### Memorandum

NCOs being considered by a board may correspond directly with the president of a board; third party correspondence is not accepted. Correspondence can be a plus or a minus, depending on its contents. Its purpose is to call attention to information that is not otherwise part of an NCO's file, or to add documents that could not be included through normal channels.

Some correct examples: Explaining why you had a lengthy non-rated period that was caused by having four raters during a five-month period, including college transcripts that were not available in time to forward through personnel channels, or noting that your uniform does not include unit insignia or a patch because you are assigned to an organization that does not issue these.





# Guide to Centralized Boards

Examples of information in correspondence that will backfire: An explanation that your extensive field duty prevents you from improving civilian education, an excuse that your MOS does not offer enough leadership and supervisory positions (when you have failed to volunteer for recruiting, drill sergeant, etc.), or calling attention to your outstanding performance and awards (i.e., calling attention to accomplishments when these should already be documented in your file).

## Official photo

There is no excuse for NCOs not having current photographs before a board. Further, this can be the most important item seen by board members. If a picture is worth a thousand words, your official photo quickly and visually tells board members a lot about your appearance, bearing and ability to properly wear your uniform.

NCOs who fail to ensure that a current photograph is on file are usually assumed to be apathetic — or, perhaps, deliberately trying to prevent having their true appearance known to board members. It is no coincidence that photos are often missing from files containing NCOERs that indicate borderline compliance with height and weight standards.

However, when a soldier looks sharp in a photo and is properly wearing all authorized awards and decorations, board members are usually quick to give a high rating or to spend

more time looking for positive information in records.

## Training

For purposes of this article, I'll define training as any military training or education. Most peers are about equal in this area, and the NCOES and promotion link assures this. So what can an NCO do to stand out? Take NCOES and speciality courses through correspondence, allowing you to complete courses sooner while also demonstrating motivation and initiative. Good grades and special honors in resident or correspondence courses also set apart outstanding soldiers.

Other training, such as airborne, air assault, master fitness, etc., also reflects motivation and initiative. But, if you've collected badges and patches and have avoided assignments that need these special skills, a board might view your training as a waste of money that did not benefit the Army.

## Education

While the previous items are not necessarily listed in order of importance, it is appropriate that civilian education be addressed last, because it is often the final discriminator that determines who *does* and who *does not* get the next stripe.

The Army education goal is for all NCOs to achieve two years of college by their 15th year of service. How critical is this to you? A good indicator of your level of civilian education can be found by looking at statistics

from recent boards. If most NCOs in your MOS were promoted to the next higher grade with 15 years of schooling, that means that you would have to complete at least three years of college in order to be highly competitive. Some MOSes require more college than others. Regardless, earning good grades and taking courses that contribute to degree programs are helpful; this tells board members that you're seriously pursuing a degree and that you're not just taking courses in order to "look good on paper."

When all other things are equal, the decision of who to promote or not promote is often decided by the most obvious discriminator; civilian education is often that discriminator.

Of course, all that has been discussed here is important. But, if I had to choose the single most important item that every NCO should ensure is complete and accurate, it would be your OMPF. It is possible to be promoted with a missing or outdated official photo, or with a 2A that might also be less than perfect. However, if your OMPF fiche is missing, you can't even be considered for promotion. And, if your fiche is missing NCOERs, awards, etc., your chances of being selected are slim.

If you want insurance that you'll be competitive for selection — especially during the drawdown — just remember and practice this PROMOTE guide to success.

*Williams is the School Secretariat sergeant major for USASMA.*



## ■ Feedback

### CSA, SMA Recognition

Contributors of articles and other items published in the Journal are being recognized by Army Chief of Staff GEN Gordon R. Sullivan and SMA Richard A. Kidd.

At Sullivan's suggestion, he and Kidd are signing certificates of appreciation for contributors of notable feature articles, artwork and similar contents. The Journal staff will nominate contributors to receive certificates.

Receiving such a high-level "attaboy" would warrant a bullet comment on an NCOER as well as call attention to NCO contributions beyond their normal duties.

Your chances of getting published in the Journal are greatest if you focus on upcoming issues, such as the summer issue devoted to The NCO 2000 theme, and if you contact the Journal staff to discuss your ideas.

### 'Trivial' Pursuits

Still scratching your head because you can't get the information you need to prepare for a centralized selection board? Has one CSM told you that correspondence to the board president should be in civilian letter format and another told you that it should be in military memorandum format?

Scratch no more. According to SGM David Kehm, sergeant major of the DA Secretariat for Enlisted Selection Boards at EREC, boards want such correspondence in official memorandum format.

What about qualification badges for weapons, grenade, etc.? You should wear what your records indicate was

your most recent qualification, even if it is several years old, Kehm advises.

Similarly, if you're confused because your unit said you are authorized to wear a combat stripe for service during Desert Storm, be sure that your official records clearly reflect your entitlement to this stripe, Kehm says.

The bottom line, he cautions, is that your records are complete and accurate and that you carefully review regulations to ensure you are complying with them.

If you're still stumped, give him a call at Fort Harrison, Ind. His DSN number is 699-3740. His commercial number is (317) 542-3740.

### Medical Badge

Combat Medical Badge eligibility has expanded, according to the Total Army Personnel Center.

New criteria — retroactive to Operation Desert Storm — allows award of the badge to medics assigned or attached to armor and cavalry units. Previously, only medics with infantry ties qualified.

The Journal (Winter 1992) carried a letter to the editor by CSM Mark A. Barber that advocated expanding eligibility for the badge. Barber's letter might have been a factor in the decision to make the change. The fact is that the sergeant major of the Army received an advance copy of that issue in early December, and the chief of staff received one of the first copies that rolled off the presses.

NCOs who have suggestions should write to the Journal. Who knows what change you might influence?



### EREC Initiatives

A series of initiatives began in January at the Enlisted Records and Evaluation Center at Fort Harrison, Ind., to help NCOs better manage their careers.

The initiatives include the creation of an NCOER data report to soldiers, the ability to request your official file by telephone, direct coordination between EREC and NCOs to resolve NCOER problems and a method for faster correction of NCOERs.

#### NCOER Data Report

This new report will be provided to each NCO annually. It will arrive before centralized selection boards meet so that NCOs will know in advance which NCOERs boards will see, and in

time to correct errors. The report will list the latest eight NCOERs on file, showing duty titles, duty MOS and physical fitness test information. The report is provided through unit commanders to facilitate counseling.

#### OMPF by phone

Your Official Military Personnel File (OMPF) is now available by phone, if you have a push-button, tone-generating phone. You can reach EREC on commercial lines by calling (317) 542-3714 or via DSN at 699-3714. A recording will instruct you to push certain numbers to request specific files or information, such as the date of your most recent official photo that is on file.

#### NCOER mail-grams

Mail-grams will be sent to NCOs when their NCOERs are received at EREC and have been returned to the chain of command for corrections. NCOs will also receive mail-grams when their files are missing reports.

#### Quick corrections

A new procedure of fixing errors in-house will reduce NCOER error rates an estimated 84 percent. EREC will communicate with personnel centers worldwide by electronic mail in order to expedite corrections so that reports can be filed sooner.

*EREC provided information for this article.*



# Mentoring

## Teacher, Coach & Counselor

By MSG Christine E. Seitzinger

In Greek mythology, Mentor was a loyal friend and adviser to Odysseus, king of Ithaca. Mentor helped raise Odysseus' son Telemachus while Odysseus was away fighting the Trojan War. Mentor became Telemachus' teacher, coach, counselor and protector, building a relationship based on affection and trust.

Mentoring today is synonymous with the process by which we guard and guide others. Mentors seemingly "adopt" those placed in their care.

Although mentorship is not new to the Army, it is most often associated with officers. But, mentors can be — and are — squad leaders, section or platoon sergeants, first sergeants and sergeants major, as well as officers and civilians.

Mentoring is an especially critical skill for NCOs because they are charged to train and develop junior leaders. Ideally, every soldier is both a practicing mentor and a protege recipient of mentorship.

This ideal circle of mentoring only occurs when a unit has created an atmosphere where the art of leadership is recognized as a learning and growing process, and where mistakes are tolerated as part of that process.

There is the adage that "some people live and learn; and some just go on living." Those who do live and learn must be given a chance to succeed or fail. They must be challenged and pushed to take risks — to think for themselves.

Today's recruits are the best and brightest ever. NCOs have the responsibility for developing these soldiers to the best of their abilities. We make that happen by sharing our knowledge with the leaders of tomorrow. And the most effective way to share that knowledge is through mentoring.

Becoming a mentor should not be a hasty endeavor. It is not a part-time job. It is an intense relationship between teacher and student. The process requires time and caring.

Effective mentors are totally committed to spending the necessary time and attention it takes to share values, attitudes and beliefs. This includes helping a soldier make career decisions and providing support and encouragement that allow leaders to grow.

Information on training and caring for soldiers can be found in FM 22-100, *Military Leadership*; FM 22-101, *Leadership Counseling*; and FM 22-102, *Soldier Team Development*.

The accompanying mentor's checklist also provides some basic guidance. You might have other suggestions or priorities that can be added to this checklist. The important thing is that you offer your soldiers a program for growth.

Mentoring is not just a fancy buzzword. It is a proven approach and a valuable tool for NCO leaders.

*Seitzinger is Chief Wardmaster of the Department of Nursing, Moncrief Army Community Hospital, Fort Jackson, S.C.*

### Mentor's Checklist

- Set an example for the soldier to follow in your daily displays of courage, candor, competence and commitment.
- Get to know your soldier inside and out, and identify his or her strengths and weaknesses. Then create a training program that is tailored for your soldier.
- Review the soldier's military records; teach the soldier about these forms and files; and assist with updating and correcting records.
- Develop a job description that includes the soldier's input.
- Within the framework of the unit's and your standards, work with the soldier on establishing challenging and attainable goals.
- Discuss with the soldier the importance of understanding and following the professional Army ethic of loyalty to nation, the Army and to the unit, duty, selfless service and integrity.
- Continually evaluate the soldier's performance and provide timely feedback.
- Teach the soldier how to objectively evaluate his or her performance and to use each success or failure to learn and grow.
- Formally counsel each quarter — at a minimum.
- Prepare the soldier's NCOER fairly and accurately.
- Get the soldier enrolled in MOS and soldier-oriented correspondence courses.
- Send the soldier to the Army Education Center to improve communication skills, such as taking the Army Writing Program.
- Encourage the soldier to go to college on a part-time basis.
- Prepare for and send the soldier to appropriate military schools.
- Give the soldier additional responsibilities and appropriately reward him or her.
- Help the soldier learn how to polish communication skills through practical exercises, role playing and junior leadership training.
- Create opportunities and encourage the soldier to teach classes to other soldiers.
- Train the soldier to do your job; then let the soldier do it.
- Teach the soldier how to use Army regulations, FMIs and pamphlets so he or she becomes familiar with them and knows where to get information and answers.
- Prepare the soldier for promotion; hold mock promotion boards and provide constructive criticism.



## ■ Encore

# 'Guardian Angel'

By SSG Wes Sears  
and CPT Kevin Dougherty

As scout platoon observers/controllers at the Joint Readiness Training Center at Fort Chaffee, Ark., we have seen platoons go through an entire rotation without being resupplied, establishing reliable communications or knowing what the rest of their battalions are doing.

One reason for this is that there is no one person at the Tactical Operations Center who is completely dedicated to the scouts. There are plenty of people who have a partial interest in scouts, but it is easy for any of them to be preoccupied with other concerns. Our solution to this problem is to have a scout "guardian angel" at the TOC. We've considered several candidates and we think the best man for the job is the scout platoon sergeant.

In reality, scout platoons are almost always separated from the rest of their battalion by either time or distance. While this separation is essential to the scouts' ability to collect information for the battalion, it represents problems that manifest themselves in the form of communications, resupply and knowing the status of friendly forces.

Having a guardian angel is one solution to improving the scout platoon's ability to conduct sustained operations. His duties would include:

- Generating, coordinating and possibly conducting resupply operations.
- Coordinating with the battalion staff for recon and surveillance plans, fire support, link-up operations, passage of lines, transportation and air mission briefings.
- Being a dedicated receiving station to enhance two-way communications between the platoon and the TOC.
- Providing information to the battalion staff during course of action development and wargaming sessions.
- Initiating operation and fragmentary orders for the platoon leader when the mission is changed.



*Editor's note: Encore is a new feature designed to allow readers to address topics from previous issues of the Journal. This first Encore feature relates to the winter issue's combat theme. Articles that significantly contribute to further discussion of earlier topics will be considered for this feature. They should be between four and seven double-spaced, typed pages. More succinct observations about previous topics should be addressed in shorter letters to the editor.*



# Proposed platoon sergeant role would benefit battalion's scouts

The platoon sergeant is the best man for this job because he is completely responsive to the scout platoon; he has a vested interest in its health, welfare and success; he understands its capabilities and limitations; he has the rank and experience to "make things happen" and he can effectively communicate with staff members and write operations orders.

We've considered other players in this role, such as the assistant S-3, battlefield information coordinator, the CSM and a member of the scout platoon who is on profile. We assume, based on our observations, that neither the assistant S-3 nor the CSM have scout platoon experience.

The only apparent drawback to using the platoon sergeant in this role is that his being at the TOC denies the platoon a valuable asset in the field. However, closer analysis shows that most scout platoon sergeants are co-located with the scout platoon leader at the Command Post, often finding themselves in the role of a shadow platoon leader instead of performing traditional NCO functions. If the CP is attacked, both the platoon leader and platoon sergeant become casualty risks. Having the platoon sergeant at the TOC, however, would allow him to assume leadership of the platoon in the event that the platoon leader is a casualty or if communications are severed.

Let's now examine a typical JRTC scenario and see how the scout platoon sergeant, if located at the TOC in his guardian angel role, could alleviate the problems generally faced by scout platoons.

The battalion is conducting a search and attack operation while the scout platoon is conducting a zone recon to try to find the enemy. During the operation, both the scouts and rifle companies are moving a lot. From the TOC, the scout platoon sergeant can keep the units informed of the scouts' locations. This helps prevent fratricide. For example, if Co. A calls for fire on a suspected enemy element, the scout platoon sergeant quickly checks the target against the locations of his scouts. If the scouts have been mistaken for the

enemy or they are too close for comfort to the target, the platoon sergeant advises the Fire Support Officer. While the FSO is supposed to know the locations of friendly forces, the numerous scout "killings" at the JRTC justifies a redundant confirmation. Likewise, the platoon sergeant can keep the scouts informed about locations of other friendly forces. If the scouts have a need to re-enter friendly lines for any reason, they will be able to identify who is in a position to fix or finish any enemy they find.

Because of the distance at which scouts operate in front of the rest of the battalion, communications is often a problem. If the scout platoon sergeant doesn't regularly hear his scouts on a radio, he can call from the TOC to check on them. If this is unsuccessful, he can follow the platoon's SOP by trying other frequencies, transmitting on unsecure channels, using AM frequencies, etc. If all else fails, he can get the commo officer involved. Too often, scouts gather excellent information that goes unreported because of communications problems. It is easy for the TOC to forget about the scouts, and the guardian angel can circumvent this oversight.

After a couple of days into operations, the scouts will need to be resupplied. This is difficult since scouts don't have the same support structure as do rifle platoons. Again, the platoon sergeant guardian angel can compensate for this. He knows the scouts' scheme of maneuver, how many days of supplies they are carrying and what logpacs are needed. As the platoon moves to its objective rally points during zone recon, the platoon sergeant can ensure that supplies meet up with the scouts. The many scout platoons that have gone an entire JRTC rotation without being resupplied will attest to the value of having a guardian angel fill this role.

While scouts gather information during zone recon, the S-2 pieces together a picture of the enemy situation. He might feel certain enough about enemy locations that he believes an attack is warranted. The scouts will probably be tasked to

conduct an area recon. Unfortunately, the battalion staff usually plans this mission without the knowledge of and without input from the scouts. In the most extreme case we've seen, the battalion attacked an objective one kilometer from the scout platoon's objective rally point, without either group realizing the other's situation. If a guardian angel had been in the TOC, he could have advised the S-3 about the scouts' position and role, sent a warning order and conducted face-to-face coordination with key players, such as the FSO, based on instructions from the platoon leader. Ideally, the platoon sergeant could have personally delivered a fragmentary order to the platoon as part of a resupply mission.

To continue with the misadventures of the same platoon, the platoon CP was misidentified and attacked by a friendly Cobra helicopter. The platoon sergeant was "killed." Had he been in the TOC, he could have advised the Cobra of the scouts' location before the engagement. This would also have avoided the chance of both the platoon leader and platoon sergeant being killed. Had the platoon leader been killed anyway, the platoon sergeant could move forward and assume command of the scouts.

While having the platoon sergeant at the TOC has significant advantages, it does have a cost. The platoon leader loses his easy access to the more experienced platoon sergeant during field operations.

Units will have to conduct customized Mission, Equipment, Terrain, Troops-Time analysis to determine if the guardian angel concept will work for them. Based on our observations of at least one scout platoon from every light infantry division in the Army, all of which had similar problems, we think that the guardian angel concept is a viable option and that the scout platoon sergeant is the best man for the job.

*Sears and Dougherty are scout platoon observers/controllers at the JRTC. Their headquarters is at Little Rock Air Force Base, Ark.*



# Road to professional

By MSG John K. D'Amato

During the American Revolution, education levels of NCOs and soldiers were unimportant. There were no knowledge tests for enlistment, training was conducted within a unit and promotions were determined by each commanding officer.

On Jan. 13, 1992, 469 senior NCOs graduated from the capstone NCOES course at the U.S. Army Sergeants Major Academy. Ten had master's degrees, 161 had bachelor or associate degrees, and the balance had at least some college.

But, the march from a small, rag-tag Army of uneducated soldiers and NCOs to a highly trained and educated corps of professionals has been long and rocky.

As early as 1776, COL Henry Knox, commander of the field artillery, recommended formal schooling for artillery officers, based on the extensive need for his men to know math, according to Robert Arthur's *History of Fort Monroe*. In 1824, the Artillery School was finally established to train both officers and enlisted men. Fifty years later, the school was teaching NCOs in history, geography, reading, writing and math. During World War I, it expanded its curriculum to include clerical, electrical, master gunner and radio courses for enlisted men.

The Signal Corps was not far behind in educating enlisted men. It was the first branch to use written intelligence tests to screen recruits, noted one government publication. With the advent of World War I, the Signal Corps used 45 civilian colleges and technical institutions to prepare unskilled recruits. It was also the first branch to require a high school education for selected aircraft mechanics in its fledgling Air Service branch.

These branches were the exceptions, rather than the norm, according to *Men Wanted for the U.S. Army*, a book by Robert K. Griffith Jr. Through World War I, the basic enlistment criteria was that "Any male citizen between the ages of eighteen and forty, able-bodied, free from disease, of good character and temperate habits, may be enlisted or accepted for enlistment . . ."

He also noted that in 1920, 86,000 soldiers — mostly new enlistees — were enrolled in more than 3,000 classes throughout the Army, including more than 5,000 illiterates and non-English speaking soldiers who received basic language training.

Attempting to raise the quality of its inductees, the Army introduced its first standard testing of all applicants in 1927, although the requirements were lax by today's standards. "A mental age of ten years or below was considered grounds for rejection, but if the recruiting officer felt that the applicant would make a good soldier . . . he could enlist the applicant," wrote Griffith.

The Great Depression led to drastically reducing the size of the Army and, with vast civilian unemployment, a boon for recruiting. According to Griffith, "quality, not quantity" became both a slogan and reality when applicants were required to score an eighth grade education equivalency on entrance tests. Despite higher standards, one commander wrote then that he had "a waiting list of applicants now numbering 850 . . . all high school graduates, many with additional technical education."

The start of World War II required a conscript Army and standards were relaxed. Still, Samuel Goldberg's book *Army Training of Illiterates in World War II* lists recruiting instructions from May 1941 that indicate some restrictions remained in place. "No registrant in the continental United States," the instructions read, "will be inducted into the military service who does not have the capacity of reading and writing the English language as commonly prescribed for the fourth grade in grammar school."

When census figures released in 1942 revealed that 13.5 percent of adults over 24 had completed less than five years of schooling, the War Department was forced to further relax education standards. In June 1943, according to Goldberg, the demand for personnel outweighed the desire for literate recruits and the War Department scrapped education requirements entirely.

The enlistments of illiterates, wrote Goldberg, put the Army back into the busi-

ness of schooling recruits. In a 2½ year period, more than 250,000 soldiers classified as illiterate had received special language training — and two went on to win the Medal of Honor.

World War II-era soldiers, however, were better educated than those of World War I, as reflected in a survey in one infantry division cited by Griffith. The survey showed that 48 percent of lower enlisted soldiers were high school graduates, though nearly 80 percent of all sergeants lacked high school diplomas.

After World War II, the size of the Army dropped drastically and efforts were needed to recruit and retain volunteers. At the same time, Griffith wrote, Universal Military Training was proposed ". . . in which the soldier would be taught to become a civilian of greatly increased earning power after his period of public service. . . ." In effect, the Army would become a national school. Although Universal Military Training was rejected, policymakers and manpower experts became convinced that educational benefits could attract and retain large numbers of soldiers.

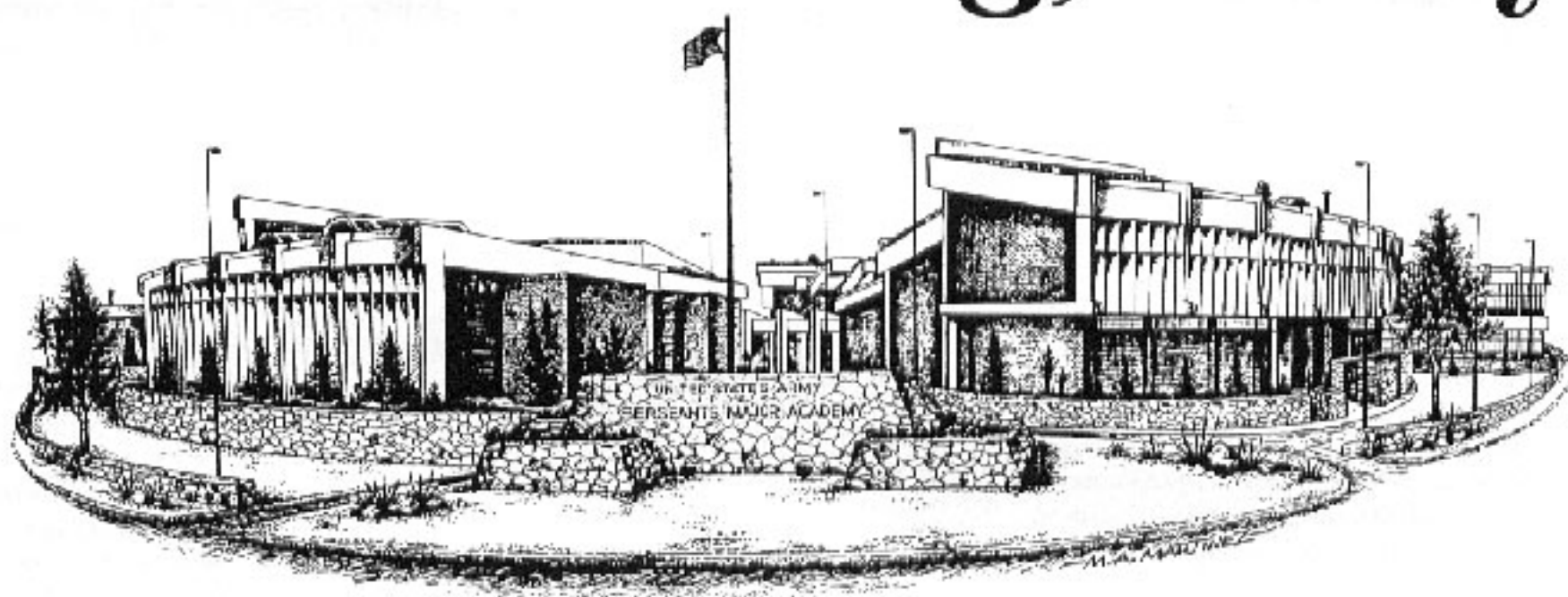
Increasing concern for NCO training led to the creation of the first true NCO academy at Jensen Barracks in Munich, West Germany, in 1949. According to the William Ellis and Thomas Cunningham Jr. biography *Clarke of St. Vith*, the academy's six-week course served as the model for NCO schools that followed, and it was later relocated and renamed the Seventh Army NCO Academy.

"Its purpose," they wrote, "was to develop within the noncommissioned officer an ability to recognize his responsibilities and a willingness to assume these responsibilities; the confidence needed to apply the knowledge he possesses; leadership techniques; and high personal and professional standards."

The academy was highly successful, and by 1959 there were 17 such academies in the continental United States alone. Involved in a Cold War and an arms race, and entering the space race, Army leadership recognized the need for better trained and better educated NCOs. According to Harold Clark's and



# education long, rocky



USASMA marks its 20th anniversary in July.

Harold Sloan's **Classrooms in the Military**, "never before has education been so essential... Technological advance has put a premium on knowledge, agile minds, quick responses, and clear thinking."

During that same time, more than 300 education centers around the world were offering courses to enlisted soldiers. In the early 1960s, soldier participation in civilian education programs grew almost as fast as they could be provided.

Then came Vietnam and the draft. In 1966, the rapid buildup resulted in a U.S. force in which less than half of new recruits had a high school education. As in World War II, Griffith found, the swelling of the ranks and the swift "shake and bake" advancement of NCOs diluted the overall professionalism of the NCO Corps.

In 1971, the Board for Dynamic Training discovered that there was "a widespread crisis of confidence in the U.S. Army Non-commissioned Officer Corps... senior NCOs seriously doubt the professional qualifications of their juniors." Combat arms MOS tests supported those perceptions, and the board noted that "our journeymen sergeants... scored on the average only 6 points above random chance — a dismally low level of professionalism."

Because NCO training was, at that time, a local unit's responsibility, school curricula

and standards varied greatly. According to one report, "some (academies)... had improvised classrooms... in abandoned messhalls. One... had an enrollment of only 20 students, another (had) twelve times that number. Some courses lasted for 16 weeks, others for only two." The value of these academies was doubtful and the pressures of an Army at war prevented many NCOs from attending them. One surveyed battalion had only 27 academy graduates among 194 NCOs.

Academy enrollments soon began to further decline and disillusioned commanders started closing local schools. GEN Bruce Clarke, who established the first NCO academy in 1949, was sent by GEN William Westmoreland on a fact-finding mission in 1971. According to Ellis and Cunningham, an astonished Clarke found that "only 5 percent of the NCOs were being formally trained. There were only four academies left to train 100,000 NCOs and these courses were months long." Following Clarke's alarm that, "we are running an Army with 95 percent of the NCOs untrained," the trend was reversed and academies began reopening — this time under new guidelines and standards.

That same year, the Army established NCOES — a standardized, progressive and systematic series of schools for junior and senior NCO leaders. It originally included

BNCOC, ANCOC and the Sergeants Major Course at USASMA. PLDC was added in the mid-1980s.

Today, USASMA also has a First Sergeant Course, Battle Staff NCO Course and a Command Sergeant Major Course, although these are not part of the formal NCOES. Additionally, there are 46 NCO academies training the active Army and more than 155 Reserve Component academies and training sites worldwide.

The Army's emphasis on formal education for NCOs is evident by the linkage between NCOES courses and promotions. And the increasing emphasis on civilian education is supported by the high number of NCOs with college degrees, as noted at the beginning of this article.

At no other time during the past 200-plus years of our Army has the educational push been more pronounced than in the most recent 20 years. Competition for fewer promotions in a smaller Army might place even greater emphasis on civilian education. The result may be that NCOs in the next decade could have little choice about earning college degrees. Like doctors, lawyers and teachers, a college degree might serve to separate professional NCOs from their predecessors.

*D'Amato is the Public Affairs NCO for USASMA.*



## ■ Letters to the Editor

### Women in Combat

I am tired of hearing about how women can or cannot handle stress in combat. I have not deployed for combat in my 19 years of service. But I feel that my feelings would be the same as men's: scared. The males won't say it, but they are scared.

As for stress, women soldiers are under more stress daily than are male soldiers. Women have to prove themselves at every new assignment. The male soldier of the same rank can walk into any job and be accepted and respected.

Females will not be accepted in the military or in management positions in our society, or allowed in combat, until males accept women as authority figures. The views of society need to change. Men refuse to accept females as leaders or as peers in higher ranks. And subordinates will not accept or acknowledge orders from females.

Our leaders need to educate and give females the support that is needed to accomplish the mission. The female, like the male soldier, should be able to select what job she wants. If a female desires to drive a tank or to be in the infantry, she should be allowed to do so. These MOSes should be open strictly on a volunteer basis. There should be no female placed in a combat arms MOS who does not desire to be in that MOS.

Our leaders need to support the female soldier when orders are issued and the male ignores those orders. The comment under-the-breath may be that "she is only a female," and the male officer or senior NCO laughs. This is wrong, yet it happens. Women will not survive in combat until males learn to accept them in the Army. Also, other females must learn to work for females and learn to do their jobs, rather than intimidate males to get their way.

And to all you women out there using males to your advantage on the job — shame on you!

MSG Judith A. Alves  
Fort Bliss, Texas

### Hampered Career?

During my 12 years in the Army, I've continuously heard how horribly hampered my career has been — and will be — because I am excluded from combat. Your winter article on women in combat said that

"female NCOs do not seem to share women officers' beliefs that their own careers have been hampered by the exclusions." Just who are these women officers? That's a bunch of hogwash!

I've had the opportunity to be a platoon leader, company commander and battalion staff officer. These are the "plum" assignments for any officer. My career has been just great. I, and many other women officers, totally support the comments voiced by CSM Myles and SGM Lofton. We are professionals. We knew full well what we were getting into when we joined the Army. And, like the sergeants major, we feel standards should not change just to accommodate women.

If the Army's leadership decides to open combat positions to women, so be it. If not, and some women feel they're being treated unfairly, the voluntary separation incentive is still available.

CPT Susan M. Oliver  
Fort Harrison, Ind.

*Oliver is in the military police branch.*

### Prior Service NCOES

It is becoming all too common that soldiers with prior service are not receiving credit for courses that are equivalent to NCOES courses, especially if soldiers served in other service branches.

NCOs should ask their newly assigned soldiers what prior service training they received and then help these soldiers to get that training certified and in their official records. A former airman who completed the Air Force NCO Preparatory Course, for example, can get credit — including promotion points — for PLDC.

NCOs can help their soldiers with the equivalency determination by sending training certificates for PLDC, BNCOC and ANCOC to:

(For PLDC:) HQ, TRADOC  
ATTN: ATTG-ILN  
Fort Monroe, VA 23651-5000  
(For BNCOC and ANCOC:)  
Commander, MILPERCEN  
ATTN: DAPC-EPT-FN  
200 Stovall St.  
Alexandria, VA 22331-0400.

The determination for PLDC equivalency only takes about one week, in part because it is not MOS-specific. BNCOC

and ANCOC determinations take about four weeks, because proponents must determine if the related courses meet MOS standards.

Helping your soldiers earn equivalency certification will help them get promoted sooner. It will also save the money that would have been spent to send them to NCOES courses and will keep them on the job instead of being TDY for several weeks.

MSG Forrest B. Watkins  
Fort Monroe, Va.

*Watkins is the senior staff and training NCO for TRADOC's NCOES Branch.*

### Training Replacements

A concerted effort to enhance NCO leader development has been under way in my unit for more than a year. Under the guidance of the CSM, we have concentrated on applying the concept of "training your replacement."

We are committed to developing quality future leaders. Here's what we're doing:

All NCOs are given the opportunity to excel. Sergeants of all ranks are carefully guided into increased duties and responsibilities under the supervision of the unit's sergeants major and first sergeants.

Management tasks are assigned to all NCOs, including tasks normally performed by officers and senior NCOs. They are given the authority and are allowed the flexibility to create and develop programs. Senior NCOs serve as assistants, coaches and mentors throughout each task.

The command also emphasizes NCO assignments, to include rotating positions, challenging NCOs by placing them in leadership positions and recommending future assignments.

The result is that we are watching our NCOs blossom right before our eyes.

SGM Mark Pistillo  
Orlando, Fla.

*Pistillo is assigned to the 143rd TRANSCOM, 81st ARCOM.*

### School vs. Time

Time is one major obstacle NCOs face when we attempt to continue our civilian education. How can we take care of unit responsibilities, FTXs and TDYs and go to school? There are solutions.



First, learn about available education opportunities on post and off post. Ask questions. What is the minimum number of students required for a class? Would the school consider making arrangements for class sites and hours to accommodate a group? Do you know other soldiers or civilians who would like to take a certain course? How much advance notice would the school need to allow you time to find students to sign up for a certain course? Make proposals and work with schools to reach agreement.

The key to a non-traditional schedule is that it offers flexibility. Instructors can work around FTXs and such. Here are some examples: a four-hour class one night a week for 12 weeks, a weekend class that meets once a month on Friday night or all day Saturday for three months, a condensed class (taken while you're on leave) that meets every day for a week from 8 a.m. to 5 p.m.

You aren't asking a school to alter its standards, just the traditional times and on-campus sites. You're only limited by your imagination and your desire to continue your civilian education in coming up with solutions to the time obstacle.

**SFC Hal G. Sensing**  
Smyrna, Tenn.

## Top Brass & Insignia

Could the Journal publish photographs of all the top Army brass, like those of the chief of staff and the sergeant major of the Army that were in the summer issue?

Or, could you dedicate a pull-out section each year to publish the entire chain of command's photographs?

Either option would be a valuable service to units.

I would also ask that you publish a color chart of all active duty units' insignia. With deactivations, it would be great to know which units are still active.

**SSG Jeffrey Stokes**  
Fort Ord, Calif.

*We hope the timely photographs of the CSA and SMA were useful. And we'll consider your other ideas for future "mini posters." Note, however, that providing chain of command photographs — especially local VIPs — is the responsibility of your local photo facility.*

## Dismissed vs. Fall Out

When do you say "dismissed" or "fall out" to a formation, regardless of the formation size?

**Name Withheld**  
Front Royal, Va.

*FM 22-5 states that "fall out" implies that a formation is being temporarily excused in order to stand by or regroup later. "Dismissed" has a more finite ring because it dismisses soldiers for the day or until the next scheduled formation. Often, however, a company will order "platoon leaders/sergeants, take charge of your platoons," leaving smaller elements to dismiss their soldiers.*

## Marketable Skills?

Career NCOs are haunted by the question, "What will I do when my military career is over?"

The fact is that the officer corps is the management branch of the Army and enlisted soldiers are the blue-collar workforce. The officer's career is professionally managed. Officers are sent back to school at mid-career to obtain advanced degrees, on top of their college degrees. They have progressive assignments that convert to civilian management skills.

The average enlisted soldier has a high school education. We attend professional development schools, but most of our careers are spent hands-on in TOE assignments and gaining skills that are rarely marketable in the civilian sector. Very few NCOs earn advanced degrees and obtain management skills.

If we are to have a smaller and more refined Army, the Congress must enact legislation that would guarantee an optional college education for career NCOs. We must break the blue-collar syndrome and ensure that NCOs retire with competitive, marketable skills.

**SFC Larry C. Bostick**  
Fort Dix, N.J.

## Gay '90s?

Reference the enclosed article (*Air Force Times*, Dec. 23) that says four presidential candidates favor allowing homosexuals in the military. I adamantly oppose this and I support the official DOD position

that the homosexual lifestyle is prejudicial to good order and proper discipline.

Homosexuals need medical, psychological or spiritual help and, for their own well being, they should seek help immediately. Theirs is not a civil rights issue, as some people portray it.

**SFC Jack H. Burke Jr.**  
Wytheville, Va.

## Plato vs. Comic Books

Happened to come upon the Journal while pulling a weekend of staff duty officer. My thoughts went back to another day's duty in 1968 at Bang Pla, near Bangkok, when I was a runner — a draftee with eight months in the Army.

SSG Smith, my SDNCO, worked in the crypto repair section. I remember that he seemed older than most staff sergeants were during those quick-promotion years. I pegged him as a loser.

We both came prepared with reading material. Neither of us was reading Plato's *Republic*, but three years as an English major had helped me to recognize, if nothing else, the difference between comic books and literature. Smith was *not* reading comic books.

I'm not sure just how I phrased it without getting a punch in the nose, but I said something like this: "Why are you reading that stuff? How can a career soldier possibly enjoy books like that? What are you doing in the Army?"

My nose is still straight, so I must have used more tact than that. I hope so, because Smith's reply showed his class:

"I like the Army. My MOS doesn't have fast promotions, but I like the work. My MOS keeps me challenged. I'm not getting rich, but the Army pays me enough to support my family. We enjoy traveling around the world and the Army lets us do that. I like what I'm doing, and I don't have any regrets about having made the Army my career."

For once, I said the right thing: nothing.

Smith didn't know it, but his few words changed at least one person's outlook forever — not just about NCOs, but about stereotypes and generalities, too.

**CW3 Steve N. Kohn**  
Fort Hood, Texas

*Kohn is a former SFC.*



## ■ Book Reviews

### **Talking with Victor Charlie: An Interrogator's Story**

By  
Sedgwick D. Tourison Jr.

*Ballantine Books, 1990,  
304 pages, \$4.95 (PB)*

NCOs made significant contributions in establishing intelligence systems to extract information from enemy prisoners and others during the Vietnam War, according to Tourison. He recounts NCO contributions to intelligence collection, through interrogation, and the value of the information to deciding levels of priorities and the order of intel distribution.

NCO interrogation teams developed an

index system (currently referred to as the Enemy Order of Battle) to verify information collected from various suspects and prisoners of war, information which operations planners used to target enemy positions, tunnel complexes and food or weapons caches. Translating thousands of captured documents, interrogation teams identified enemy cadre and verified locations of major enemy units.

The author also raises the issue of the treatment of prisoners. He constantly emphasizes that humane treatment of suspects and prisoners results in obtaining more information than does brutality. This is one of two important lessons NCOs can learn from this book. The other lesson is that the combination of initiative, simplicity and hard work can produce an effective, functional system at any level.

I highly recommend this book and believe it should be required reading for the NCOs in intelligence operations.

SGM Roy T. Akiyama

### **Kiss the Boys Goodbye**

By  
Monika Jensen-Stevenson

*The Penguin Group  
(NAL-Dutton), 1990,  
512 pages, \$21.95 HB,  
\$10.95 (PB)*

If even a small percentage of the information in this book is accurate, hundreds of American soldiers might have been "sold out" in Vietnam to protect covert CIA and military operations in North Vietnam, Laos, Cambodia and Thailand.

According to the author, the Vietnamese government had a well-documented his-

tory of selling French POWs for cash many years after the French abandoned their military efforts. In 1973, President Nixon promised \$4.5 billion in aid to North Vietnam, Jensen-Stevenson says, and it is her theory that U.S. POWs are still being held as ransom for this unpaid reconstruction aid.

Jensen-Stevenson, who worked for "60 Minutes" as it prepared a 1985 segment of the program pertaining to POWs, claims that the armed services and other government agencies constantly blocked her efforts to prepare that story, including threats of violence and burglary to her home. Her interviews seem to confirm that over 370 U.S. POWs were being held by the Pathet Lao and that none were ever released.

I almost wish the book were fiction. Assuming the accuracy of this book, it should be required reading for all soldiers.

MSG Charles R. Carter

### **On Strategy II: A Critical Analysis of the Gulf War**

By  
COL (Ret.) Harry Summers Jr.

*Dell Publishing, 1992,  
295 pages, \$4.99 (PB)*

The author asks: Will the United States stay prepared to face future military challenges, or revisit past approaches that invited renewed aggression. Analyzing past, present and future military postures, Summers brings past failures and the Gulf war into focus by using Carl von Clausewitz' "remarkable trinity," theory that strength is the result of unity among the people, the government and the military.

Part one looks at the "Vietnam syndrome" in light of this theory and part two reviews the major changes that marked the renaissance of the U.S. fighting force. Part three focuses on how the Gulf war joined the "trinity" to achieve a clear and decisive victory.

If the United States, as the world's only military superpower, is to be responsible for maintaining worldwide peace, the author maintains it cannot return to the past. He places the reader on notice that drastic reductions in our armed forces or poor prepositioning of forces and equipment is a step backward. The enemy is studying the steps that were taken to achieve victory in the Gulf war. The United States might not have the same advantages in the future.

Senior NCOs and officers must read this book to compare its content to measures being taken today by our political leaders and ask themselves, "Deja vu?"

MSG Felix L. Santiago

## **Book Review Guidelines for Journal Contributors**

Here are some guidelines for readers who are interested in reviewing books for this column:

Books should be contemporary, with copyrights in the 1990s.

Keep the length of reviews about

the same size as you see here and in past issues of the Journal.

Include the full title, publisher, price, copyright year, number of pages, whether hardback (HB) or paperback (PB) and the single copy price.

Be critical, but back up your impressions and views with facts.

Stick to subjects for which you have some expertise.

Stay with subjects that should have broad importance or appeal.





# **CHARGE TO THE NEWLY PROMOTED NONCOMMISSIONED OFFICER**

**YOU WILL DISCHARGE CAREFULLY AND DILIGENTLY THE DUTIES OF THE GRADE TO WHICH PROMOTED AND UPHOLD THE TRADITIONS AND STANDARDS OF THE ARMY.**

**SOLDIERS OF LESSER RANK ARE REQUIRED TO OBEY YOUR LAWFUL ORDERS. ACCORDINGLY, YOU ACCEPT RESPONSIBILITY FOR THEIR ACTIONS. AS A NONCOMMISSIONED OFFICER, YOU ARE CHARGED TO OBSERVE AND FOLLOW THE ORDERS AND DIRECTIONS GIVEN BY SUPERVISORS ACTING ACCORDING TO THE LAWS, ARTICLES AND RULES GOVERNING THE DISCIPLINE OF THE ARMY, AND TO CORRECT CONDITIONS DETRIMENTAL TO THE READINESS THEREOF. IN SO DOING, YOU FULFILL YOUR GREATEST OBLIGATION AS A LEADER AND THEREBY CONFIRM YOUR STATUS AS A NONCOMMISSIONED OFFICER.**





# July Jubilee

**USASMA July 6 -10**  
**For details, see page 2**